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ABSTRACT

This document discusses three educational experiments currently in progress within the Applied Language Research Center. Each of the programs concerns problems relating to teaching Spanish-speaking pupils in a public school setting. The Grade One Experimental Project is designed to determine if instruction in Spanish at the primary level (in an English-speaking school environment) would be of value to the pupil who is principally Spanish orientated. The second project concerns teacher training and involves an intensive English and methods course as well as a beginning Spanish course for non-Spanish-speaking school personnel. The third experiment involves a course in English as a second language for the out-of-school neighborhood youth corps. The progress evaluation for each project is discussed and appendixes provide further details on each experiment. (VM)

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El Paso Public Schools
Department of Testing and Psychological Services



EVALUATION PROGRESS REPORT
ON INNOVATIONAL ACTIVITIES WITHIN THE
APPLIED LANGUAGE RESEARCH CENTER
UNDER TITLE III OF THE
ELEMENTARY AND SECONDARY EDUCATION ACT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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El Paso, Texas

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TABLE OF CONTENTS

	PAGE
PART I--INTRODUCTION TO EACH DISCRETE PROJECT	1
Experimental Curriculum Project	1
Teacher Education Program	4
Course in English as a Second Language for Out-of-school Neighborhood Youth Corps Students	5
PART II--PROGRESS EVALUATION OF GRADE ONE EXPERIMENTAL CURRICULUM PROJECT	8
PART III--PROGRESS EVALUATION OF THE TEACHER EDUCATION PROGRAM	18
PART IV--PROGRESS EVALUATION OF THE COURSE IN ENGLISH AS A SECOND LANGUAGE FOR OUT-OF-SCHOOL NEIGHBORHOOD YOUTH CORPS STUDENTS. .	23
PART V--SUMMARY OF PROGRESS EVALUATION	26
APPENDIX A	28
APPENDIX B	39
APPENDIX C	51

LIST OF TABLES

TABLE	PAGE
I. Weekly Schedule of Classes at the Language Center for Grade One Experimental Curriculum	28
II. Daily Schedule 1966-67 for Roosevelt School, Head Start Group, Experimental Classes	29
III. Daily Schedule 1966-67 for Beall School, Regular School Term Group, Experimental Classes	30
IV. Grade One Experimental Curriculum Project Test Schedule (FY 67)	31
V. Profile of Teachers for Experimental and Control Groups of the Grade One Experimental Curriculum Project	32
VI. Chronological Age of Pupils in Both the Experimental and Control Groups as of September 3, 1966.	33
VII. Results of Pre-test Administration of the California Test of Mental Maturity to Experimental and Control Groups of the Grade One Experimental Curriculum Project	34
VIII. Results of Pre-test Administration of the Lorge-Thorndike Intelligence Test to Experimental and Control Groups of the Grade One Experimental Curriculum Project	35
IX. Results of Pre-test Administration of the El Paso Grade One Intelligence Test for Spanish Speaking Children to Experimental and Control Groups of the Grade One Experimental Curriculum Project	36
X. Weekly Schedule of Classes at the Language Center for Teacher Training.	39
XI. Applied Language Research Center Test Schedule (FY1967) for Teaching Training Program	40

TABLE	PAGE
XII. Pre-test Results for the Teacher Education Projects	41
XIII. Item Analysis of El Paso Audio-lingual Methods Test	
Administered to Experimental Group in October 1966	42
XIV. Profile of Intensive English and Methods Participants . . .	46
XV. Applied Language Research Center Test Schedule for Course	
in English as a Second Language for Out-of-school	
Neighborhood Youth Corps	51
XVI. Pre-test Data for U. S. Civil Service English Literacy	
Examination No. 131	51
XVII. Test Information on U. S. Civil Service Literacy Test No. 131	52
XVIII. Individual Results of Neighborhood Youth Corps, Pre-test,	
(U. S. Civil Service Literacy Test No. 131	53

LIST OF TERMS

1. Head Start Group - when concerned with this particular report, Head Start Group shall refer to the first experimental and control groups which started the Grade One Experimental Curriculum Project, were also then in the local Head Start Program, and later transferred to regular classes at Roosevelt School
2. The Hoard-Condon Test - local reference indicating the El Paso Grade One Intelligence Test for Spanish-speaking Children, published by Lucy Claire Hoard and Lozier Condon.
3. Linguistically Deprived - a person limited in his English communication skills.
4. Regular-term Group - designates a second group of students selected to enter the Grade One Experimental Curriculum Program. This group, at Beall School, was in the summer 1966 Head Start Program but did not begin work at the Language Laboratory until September 1966, after the Head Start Program had been completed.

PART I

INTRODUCTION TO PROJECTS

The Applied Language Research Center is currently undertaking the following innovational projects:

1. Grade One Experimental Curriculum
2. Teacher Training
3. Course in English as a Second Language for Out-of-School Neighborhood Youth Corps Students

The above projects are designed in such a way that insight into the various problems relating to teaching the Spanish orientated pupils in a public school setting might be gained. Methods of teaching the Spanish orientated pupils are undergoing extensive exploration, principally in the areas of programmed instruction and teaching first graders reading and writing in Spanish prior to teaching the same skills in English.

The Grade One Experimental Curriculum Project

The Grade One Experimental Project was designed to determine if instruction in Spanish during the primary grades would be of value to the pupil who is principally Spanish orientated and therefore handicapped when he enters an English-speaking school environment. The project's outcome, it is hoped, should provide each pupil with a clearer understanding of school and school activities through instruction in Spanish. The pupil, therefore, is encouraged to form concepts in his own language while learning to communicate using English skills. This will allow the pupil to concentrate on the learning process within the classroom situation with minimum confusion while

at the same time systematically learning a second language completely alien to him.

The goals of the Grade One Experimental Curriculum are multi-fold:

GOALS OF THE GRADE ONE EXPERIMENTAL CURRICULUM PROJECT

Linguistics

1. Control of the full range of English phonology and grammatical structures peculiar to the speech of English-speaking children of the same age.
2. Acquisition of reading and writing skills in Spanish.
3. Acquisition of reading and writing skills of orally-controlled material in English, whether directly or by analogy.
4. Upgrading of border Spanish spoken by the pupil with greater approximation to standard Spanish.

Cultural

1. Recognition of the cultural values of the majority culture of the pupil who has grown up in a minority culture.
2. Response to the cultural values of the majority group while maintaining pride in their own Mexican-American cultural values.

Psychological

A definite decrease of inhibitions, fears and prejudices which characterize the Mexican-American-spoken English in the community, as well as the use of their Spanish dialect when engaged in conversation with speakers of Mexican-Spanish.

Social

Ability to move freely within the bicultural structure of our society. (Ability to relate well with both Spanish-Americans and Anglo-Americans.)

Academic

1. Literacy in English and in Spanish.
2. Improved scores on standardized tests.
3. Improved grades in school subjects.
4. Grade level achievement by the end of Grade 3.

The principal factor in obtaining these goals is the use of Spanish as a teaching media. It is hoped that significant changes will occur in each of the areas defined within these goals.

It has been found that the diversity and scope of the stated goals for many projects leads to problems within the evaluation process which, heretofore, have not been sufficiently explored and therefore, for the most part, remain unsolved. The lack of adequate test instruments became apparent from the beginning. New and previously untried instruments were constructed. Published tests were adapted. Still there remain many unanswered questions:

1. How does one evaluate the ability to move freely within a society with an acceptable degree of validity?
2. How does one measure a decrease of inhibitions, fears and prejudices as related to conversational English and Spanish when the variables are almost infinite?

These are but a few of the unsolved problems. Some might be solved before this school year is completed.

A description of the research design and present progress concerning evaluation of the Grade One Experimental Curriculum Project will

be found in Part II of this report.

Teacher Education Program

As a step toward training teachers to teach the Spanish-orientated pupil, two projects are now underway:

1. The Intensive English and Methods Course.
2. Beginning Spanish for Non-Spanish-Speaking School Personnel.

The above projects provide training and skills at both ends of the educational continuum.

Intensive English and Methods Course

The Intensive English program provides instruction to principally bilingual teachers, those who speak both English and Spanish. The goals of this project are primarily aimed at the following areas:

1. Sound discrimination and transformation of accent (phonology) and contrastive linguistics (Spanish and English).
2. Audio-lingual methodology for teaching English as a second language.

The principal purpose for offering this training is to give the teacher the necessary tools to successfully teach the Spanish-orientated pupil using the rationale expressed previously in this report: the use of Spanish as a teaching media. It is evident that a Spanish-orientated pupil will need a solid foundation in English skills to succeed in the El Paso Public Schools. This course will, it is hoped, provide teacher skills necessary to effectively teach English to a Spanish-speaking youngster.

Beginning Spanish for Non-Spanish-Speaking Personnel

The Beginning Spanish for Non-Spanish-Speaking School Personnel provides training at the opposite end of the educational continuum: training in Spanish for English-orientated teachers. The goals for this project are:

1. Achievement of listening comprehension in Spanish.
2. Achievement of conversational speaking ability in Spanish.
3. Developing a favorable attitude toward the culturally and linguistically different and linguistically deprived (in English).

It is hoped that if these goals are realized, the teachers in the project will be better prepared and more confident in a teaching situation where Spanish-orientated pupils are members of the class. A monolingual teacher cannot, it is assumed, have the same insight into the linguistically different pupils' problems as does her bilingual colleagues. This course is designed to bring forth changes within the monolingual teacher which would cause her to be better adapted to teach the Spanish-orientated pupil.

The evaluation progress of the Teacher Education Program will be described in Part III of this report.

Course in English As Second Language for Out of School Neighborhood Youth Corps.

This project was recently added to the aforementioned projects by the request of the local Neighborhood Youth Corps. Out of school students of sixteen to twenty one years of age will be exposed to

approximately twelve weeks of intensified training in English using the instructional equipment and techniques existing at the Applied Language Research Center. The goal of this project is to teach the non-English-speaking Neighborhood Youth Corps student a partial, if not full, conversational English ability which would be of great assistance to him in meeting employment requirements in the local El Paso community.

PART II
PROGRESS EVALUATION OF GRADE ONE
EXPERIMENTAL CURRICULUM PROGRAM

In June 1966, treatment groups consisting of Head Start pupils within a single elementary school, Roosevelt School, was selected for the project. One group was designated as the pilot or experimental group. The class schedule of this group was slightly changed to facilitate the time necessary to bus the pupils to a provisional Language Research Center for special classes. Schedules are presented in Appendix A, pages 28 and 29

At the time the above experimental group was selected, a control group consisting of other Head Start classes was selected at random. This group receives no special treatment.

Both the experimental and control groups contained approximately 30 students each, and were divided into roughly a ratio of half boys and half girls. Both classes were in the El Paso Head Start Program when they became part of the Grade One Experimental Curriculum Program.

In September 1966, the beginning of the regular school year, four more classes - two experimental and two control - were selected as described for the Head Start pupils to enable expansion of the program. This was done to provide larger experimental and control groups, thus allowing for greater validity in the evaluation of the project.

It should be noted that when the Head Start pupils entered the first grade in the Fall of 1966, the time the new groups were selected, the numerical ratio of Head Start pupil class members to regular class members was inconsistent. Forty Head Start pupils could not go into a first grade class designed to handle thirty regular students. Therefore,

in some cases, the overflow of experimental group members of Spring Head Start classes were placed into control classes. This, undoubtedly, would cause uncontrolled variables when relating total experimental groups progress to total control group progress. Therefore, the scores of any student who had transferred from an experimental group to a control group, or vice versa, have been eliminated from the evaluation data presented in this report.

Caution should be used in interpreting total experimental group scores in relation to total control group scores due to the different treatment durations for Head Start pupils when compared with regular school term pupils. For this reason the Head Start groups, who have had an extra six weeks of treatment, will be isolated from regular school term groups. This necessitates separate statistical analysis for the first year of treatment.

The experimental and control groups were administered the California Test of Mental Maturity or the Lorge-Thorndike Intelligence Test in English and the El Paso First Grade Intelligence Test in Spanish (Hoard-Condon). These tests were given to assess the level of aptitude in English and Spanish respectively, as well as to determine the overall mental maturity of the groups.

Tests selected for use in attempting to determine the degree of success in obtaining the goals stated for the program will be discussed under each goal heading. The results of pre-testing and descriptions of the groups tested so far will be described as related to the program goals under each of the following:

Linguistic Goals

1. Control of the full range of English phonology and grammatical structures peculiar to the speech of English-speaking children.

To determine the overall aptitude of both Head Start experimental and control groups, the California Test of Mental Maturity was administered in English. Scores obtained on the California Test of Mental Maturity, it is assumed, will allow inferences about the level of English skills required due to the principally English orientated items of the test. It should be noted that the group scores for the test are not to be interpreted in terms of national norms, but as a "base line" for further measurements. It is interesting to note that the low means of the California Test of Mental Maturity scores of the experimental and control groups are not indicative of a lack of native intelligence. This is shown by comparing the mean scores on the California Test of Mental Maturity to the mean scores of the El Paso First Grade Intelligence Test (Hoard-Condon), see Appendix A, pages 34 and 36.

During the same period of time that the California Test of Mental Maturity and the El Paso First Grade Intelligence Test were administered, the El Paso English Language Proficiency Test, which was locally constructed by the staff of the Language Research Center, was administered live and recorded on audio tape. This instrument is designed to measure the degree of proficiency in English which a pupil possesses and separate factors, such as pronunciation of difficult word endings and vowels are stressed.

The El Paso English Language Proficiency Test, due to its experimental nature, cannot be a highly valid or reliable instrument. Another drawback of the test is the necessity of waiting for it to be properly scored. Since the tapes require time and skill to properly scored, it is hoped to have both the pre- and post-test forms scored by the Language Research Center staff, or an outside source, during the summer. For this reason, no scores or analysis of the results of these tapes will be reported within this report.

In late November 1966 the new experimental and control groups which were started in September were given the El Paso First Grade Intelligence Test as was done with the Head Start groups. Instead of administering the California Test of Mental Maturity, as was done with the Head Start groups, the Lorge-Thorndike Intelligence Test was administered. The purpose of using the Lorge-Thorndike Intelligence Test rather than the California Test of Mental Maturity was to obtain and compare group means using a different English-orientated test instrument. This would insure that the construction of a single English-orientated instrument would not be loaded with factors causing variations which could not be isolated. The results of the Lorge-Thorndike test might indicate, due to low IQ scores similar to those made on the California Test of Mental Maturity, that it was not the specific test instrument which caused low IQ scores, but the nature of both instruments which are orientated toward the English language and related cultures.

When one compares the California Test of Mental Maturity and the Lorge-Thorndike Intelligence Test mean scores to the El Paso First Grade Intelligence Test mean scores, it seems evident that differences are due to the language used in the test--English for the California Test of Mental Maturity and Lorge-Thorndike Intelligence Test and Spanish for the El Paso First Grade Intelligence Test--see Appendix A, pages 34-36. It is hoped that after treatment the experimental groups will score higher on the California Test of Mental Maturity and the Lorge-Thorndike Intelligence Test as a result of acquisition of English skills during the experimental treatment.

It should be noted that both the California Test of Mental Maturity

given to the Head Start group, Roosevelt School, and the Lorge-Thorndike Intelligence Test, given to regular term pupils, were given with English instruction. It is probable that this may account for the many extremely low scores obtained by many Spanish-speaking pupils. Hence, the low means for the groups on both tests may be due to two factors: English loaded items, and test instructions given in English. In either case, improvement of these means when the groups are retested this spring should be indicative of a better understanding of English.

2. Acquisition of Reading and Writing Skills in Spanish.

No pre-testing to measure Spanish reading and writing skills has been given to date. Locally constructed instruments will be used at the end of this school year; therefore, no data shall be presented in this report.

3. Acquisition of reading and writing skills of orally-controlled material in English, whether directly or by analogy.

No pre-test to determine reading achievement has been administered to date. Administration of the Harrison-Stroud Reading Readiness Test to both the Head Start and regular school term experimental and control groups is planned for late April or early May of this year, see test schedule, Appendix A, page 31. These results will be reported at a later date.

No pre-test to determine achievement in English writing skills has been given to date. A locally originated or a published standardized writing achievement test will be given in late April or early spring, and also will be reported at a later date. These tests will be given again next year and comparisons will be made at that time.

4. Upgrading of the border dialect of Spanish that the pilot group children speak, with gradual and greater approximation to standard Mexican-Spanish.

Due to longevity of the Grade One Experimental Curriculum Program, no attempt to measure progress in this area is planned at this time. At the end of the second year of experimental treatment the teachers of the group will be asked to complete a Likert-type rating scale for each child in the program. The scale will be constructed by the staff of the Language Research Center specifically for this purpose.

To date, a review of published tests indicate that the factors to be measured as mentioned above have not, as yet, been considered by test researchers. A locally developed instrument is a necessity.

Cultural Goals

1. Recognition of the cultural values of the majority culture of these children who have grown up in a minority culture.

As mentioned in the introduction of this report, some of the goals of the Grade One Experimental Curriculum Project are difficult, if not impossible, to measure with acceptable validity. It is hoped that a locally originated instrument, perhaps a questionnaire to be completed by each pupil in the study, will show significant progress in this area when compared to the control groups. The construction of such an instrument is now under way, and should it be completed prior to the end of this year's school term, it will be administered to all pupils in the study. If not, the test will be given to pupils who are in the study at the end of the second grade next year.

Due to the lack of a valid measurement at this time no data concerning the above project goal shall be presented in this report.

2. Response to the cultural values of the majority group while at the same time maintaining pride in Mexican-American cultural values, in themselves and their families.

Again, changes in one's cultural values as are desired in the above goal are difficult to measure. In view of the nature of the desired change within the experimental groups, it may be well to say that significant changes would probably not occur in a year's time.

It is planned to attempt to measure these desired changes of cultural values with the use of a questionnaire to be completed by the teachers of the project groups. Items for this questionnaire will be selected on the basis of the student's evaluated behavior in the school setting, his attitudes toward his home and school environment, and his attitudes toward his non-Spanish-speaking schoolmates. This questionnaire will be constructed by the Language Research Center staff.

Psychological Goals

A gradual and eventual end to inhibitions, fears, and prejudices which have characterized the use of English of the Mexican-American in the community, as well as the use of their Spanish dialect when engaged in conversation with speakers of standard Mexican-Spanish.

A pre-test using the Stick Figure Test, the Goodenough Draw-a-man Test, and the Bender Gestalt Test may be given in September, 1967, for the purpose of measuring progress in the area of the pupil's feeling toward his use of Spanish and English within the two cultures. It is planned to give this test battery to each child in the project at the time he enrolls in the second and third grade. This, it is assumed, will provide insight into the changes within the child's personality structure and at the same time attempt to measure the progress of desirable changes within this structure.

The battery was not given this year due to lack of funds to

employ a qualified psychometrist to administer projective tests. Therefore, no data shall appear in this report.

Academic Goals

1. Literacy in English and in Spanish.

For the purpose of assessing abilities in English and Spanish literacy, the Harrison-Stroud Reading Readiness Test, and other instruments, are to be administered at the end of this school year. Since there are no standardized Spanish literacy tests available from test publishers suitable for this application, these instruments will be devised by the staff of the Language Research Center. Such instruments will be simple and applicable to the unique situation at the center's language laboratory class session. Findings will be reported at a later date.

2. Improved scores on standardized tests.

Comparisons between groups will be made when the project pupils reach the grade three level, using the California Test of Mental Maturity and the Lorge-Thorndike Intelligence Test. Comparisons will be made between experimental and control groups using percentiles derived from national and local third grade norms. This procedure will help Language Center researchers determine the relative progress of the pilot groups in relation to the academic progress of the control groups. To determine progress within the various areas measured by the above test batteries comparisons will be for each area within the test: verbal IQ, non-verbal IQ, and total IQ.

For the purpose of measuring reading, English, and arithmetic achievement, the California Achievement Test will be administered at

the end of the third grade. Comparisons of each sub-test of the California Achievement Test battery for each group will be made at that time.

3. Improved grades in school subjects.

At the end of this current school year, the grade progress of the experimental group will be compared with that of the control group. Data concerning these comparisons will be following in a later report.

4. Grade achievement by the end of Grade 3.

As mentioned earlier, the California Achievement Test Battery will be administered at the end of third grade. The results of the California Achievement Test Battery will be used to compare experimental with control groups using current national norms furnished by the test publisher.

Should it be determined that the experimental group has reached the national achievement level as shown by third grade pupils on the published national norms, the project will have, it is assumed, met with success.

PART III

PROGRESS EVALUATION OF THE TEACHER EDUCATION PROGRAM

INTENSIVE ENGLISH AND METHODS COURSE

In the fall of 1966 bulletins were sent to the schools inviting teachers to participate in the Experimental Intensive English and Methods Course which would be offered at the Applied Language Research Center. The responses received as a result of the bulletins (see Appendix B, page 46) were very favorable and twenty members of the experimental group, seventeen remain currently active in the course.

No control group was selected upon initiation of this course; however, the selection of a matched group is in progress at this time for comparison purposes. Since the control group to be selected would have no experimental treatment it is probable that comparisons to be made would be valid. It should be noted, however, that the control group has not received a pre-test measurement. Therefore comparisons will be made between experimental and control groups based on the assumption that both groups are of the same population. Since both groups were selected on the basis of specific aptitudes, attitudes, and personal traits it is likely this assumption would be valid. However, caution must be used when interpreting inferences made on the basis of experimental-control group comparisons with respect to this particular project.

For the purposes of reporting evaluation progress the results of pre-testing in relation to project goals are offered below:

1. English phonology and contrastive linguistics (Spanish and English).

To date no measurement of progress concerning knowledge

of English linguistics have been attempted. It is planned to have the Language Research Center staff members directly involved in teaching the course submit a narrative evaluation of the group's progress at the end of the course. Therefore, no data is presented in this report.

2. Audio-lingual methodology for teaching English as a second language.

A pre-test measurement was administered to the experimental group at the beginning of the course using the El Paso Audio-Lingual Methods test (EPAL Methods), an instrument constructed by the Applied Language Center staff. The El Paso Audio-Lingual Methods test is designed to measure an individual's knowledge of application of audio-lingual techniques for teaching a second or a foreign language. The instrument was validated by the Applied Language Research staff.

A copy of the instrument and the results of the pre-testing are presented in Appendix B, pages 41 and 43-A to 43-F.

BEGINNING SPANISH FOR NON-SPANISH-SPEAKING SCHOOL PERSONNEL

As was the case with the Intensive English and Methods course, volunteers from the El Paso Area Schools were enrolled in this program. In September, 1966, sixty members commenced work in the course and in February, 1967, fifteen graduate college students participating in the Academic Year Institute for Experienced Teachers of Bilingual Children at the University of Texas at El Paso were added to the existing group.

Due to the nature of the course no control group was selected. Evaluation of the progress of the course will consist essentially of achievement in Speaking and Comprehension of Spanish as learned using

audio-lingual visual instruction.

Progress evaluation of this project will be presented, as previously done in this report, in relation to specific course goals.

1. Listening Comprehension in Spanish

Prior to starting the course each volunteer was administered the MLA Co-operative Language test in Spanish-Comprehensive as a pre-test. The purpose for giving the test was, as in the previously described projects, to ascertain the level of knowledge of the subject matter and acquired skills of the group at the end of the treatment. The analysis of the MLA Co-operative Language Pre-test is presented in Appendix B. Results of the course and related data will be reported at a later date.

2. Speaking Ability in Spanish

At the same time the MLA Co-operative Language Spanish listening Comprehensive pre-test were given to the volunteer group, the MLA Co-operative Language Spanish speaking test was administered. The speaking portion of the MLA Co-operative test requires each subject to speak Spanish words and phrases onto an audio tape. The tape is then scored as directed by the test publisher by a qualified linguist. To date the scoring of the tapes has not been accomplished and therefore no data concerning this portion of the MLA Co-operative Language test will appear in this report. It is anticipated that the scoring of the pre-test and post-test tapes will be done at the same time by a contracted test

scoring service such as Educational Testing Service or the Center staff during the summer.

3. Attitude toward the culturally and linguistically different and the linguistically deprived.

One of the basic questions that remains to be answered is: Are non-Spanish speaking teachers who have mastered, at least in part, the Spanish language able to relate to and have a better understanding of the Spanish-orientated pupil when compared to a teacher who has not undergone training in Spanish? Are the Spanish trained teacher's attitudes changed in such a way she may better understand the Spanish-orientated pupils needs, feelings and cultural background?

In an attempt to determine the answer to the above questions a questionnaire will be completed by members of the course. Since, at the present time, no published instruments have been designed to measure a teacher's attitude toward a different culture such as exists in El Paso.

The data and conclusions concerning this evaluation of the Beginning Spanish course will be published at a later date.

PART IV
COURSE IN ENGLISH AS A SECOND LANGUAGE FOR
OUT OF SCHOOL NEIGHBORHOOD CORPS

Introduction

As previously mentioned on the last page of Part I, the Neighborhood Youth Corps of El Paso requested that some of the students in the Neighborhood Youth Corps out-of-school program be given the benefits of the Applied Language Center facilities. A contract of agreement was signed by the El Paso Public School to the effect that the Neighborhood Youth Corps would budget funds for the specialized training they have requested for their Spanish-speaking students.

Evaluation

A pre-test of English literacy (U.S. Civil Service Literacy test 131) was given to fifteen of the students at the beginning of the special intensified English course. The data relating to this test is presented in Appendix C of this report.

The goal of this special course is to teach the non-English Neighborhood Youth Corps student partial if not full conversational English ability. Success will be measured in terms of the percentage of students who pass the Civil Service English Literacy test.

One of the problems encountered, as expected, is the large turnover of students within the class. This will make evaluation of the project difficult. Assumptions concerning the progress of the

group will be difficult if not impossible to substantiate. It appears at this time that of the fifteen students pre-tested, as few as five will finish the course. Should such occur, non-parametric statistics analyses will be imperative.

PART V

SUMMARY

It is too early to attempt to form conclusions concerning any or all the various areas of the Applied Language Research Center projects. This report was prepared primarily for the purpose of showing the reader the overall research design of the total evaluation.

Methods of statistical analysis will vary slightly from one project to the next, however; mean differences, critical ratios, and standard deviations will be computed for each experimental-control group comparison. In the case of a project lacking a control chi squared (x^2) will be used to compare test data to expected results. All calculations will be done by hand on an automatic calculator. It is not anticipated that data processing equipment will be used this year.

Comparisons of experimental or control sub groups have not been attempted. Extensive comparison of single experimental and control groups have not been attempted with the exception of data that is presented in the appendixes of this report.

The facilities and the personnel conducting the research connected with the various projects under experimentation by the Applied Language Research Center appear to be of sufficient quality to accomplish an effective research study. Expectations of the varied projects contained within the Title III Language Research Center are high. However, as stated, it is much too early in the program to attempt to form concrete conclusions. It is hoped, of course, that each of the projects will prove to be as enlightening as anticipated by observers of the program. There is no doubt in any of the minds of most of the leading educators within the El Paso Area Schools that if success is met a great deal will be gained.

APPENDIX A

TABLE I

WEEKLY SCHEDULE OF CLASSES AT THE LANGUAGE CENTER
FOR GRADE ONE EXPERIMENTAL CURRICULUM

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:30 a.m. Two experimental classes from Beall School (60 children)	8:45 - 9:30 a.m. Two experimental classes from Beall School (60 children)	8:45 - 9:30 a.m. Two experimental classes from Beall School (60 children)	8:45 - 9:30 a.m. Two experimental classes from Beall School (60 children)	8:45 - 9:30 a.m. Two experimental classes from Beall School (60 children)
9:30 - 10:15 a.m. Two experimental classes from Roosevelt School (60 children)	9:30 - 10:15 a.m. Two experimental classes from Roosevelt School (60 children)	9:30 - 10:15 a.m. Two experimental classes from Roosevelt School (60 children)	9:30 - 10:15 a.m. Two experimental classes from Roosevelt School (60 children)	9:30 - 10:15 a.m. Two experimental classes from Roosevelt School (60 children)

TABLE II

DAILY SCHEDULE 1966-67 FOR ROOSEVELT SCHOOL,
HEAD START GROUP, EXPERIMENTAL CLASSES

Time	Activity	Length (Min.)
8:30 - 8:40	Opening Exercises	10
8:40 - 9:00	Writing	20
9:00 - 9:20	P.E.	20
9:20 -10:20	Lab	60
10:20-10:50	Reading, Group 2	30
10:50-11:20	Reading, Group 3	30
11:20-11:30	Song, Choral Reading, Finger Game, Language Arts	10
11:30-12:15	Lunch	45
12:15-12:40	Arithmetic	25
12:40-12:45	Break (toileting)	5
12:45- 1:15	Reading, Group 1	30
1:15- 1:45	Science/Social Studies	30
1:45- 2:45	Organic Spanish, Art, Music, Games, Clay Modeling	60
2:45- 3:30	Preparation, tutoring, etc.	45

TABLE III

DAILY SCHEDULE 1966-67 FOR BEALL SCHOOL,
REGULAR SCHOOL TERM GROUP
EXPERIMENTAL CLASSES

Time	Activity	Length (min.)
8:30- 8:40	Opening Exercises	10
8:40- 9:40	Lab	60
9:40-10:00	Writing	20
10:00-10:30	Reading, Group 2	30
10:30-10:35	Break (toileting)	5
10:35-11:05	Reading, Group 3	30
11:05-11:15	Song, choral reading, finger game, language	10
11:15-12:00	Lunch	45
12:00-12:25	Arithmetic	25
12:25-12:55	Reading, Group 1	30
12:55- 1:15	P.E.	20
1:15- 1:45	Science/Social Studies	30
1:45 - 2:45	Organic Spanish, Art, Music, Games, Clay Modeling	60
2:45- 3:30	Preparation, Tutoring, etc.	45

TABLE IV

Title III
Applied Language Research Center

GRADE ONE EXPERIMENTAL CURRICULUM PROJECT
TEST SCHEDULE (FY 67)

Instrument	Group	Administered by	Dates		Form		Number to be Tested	
			Pre	Post	Pre	Post	Exper.	Control
El Paso First Grade Intelligence Test for Spanish Speaking Children (Hoard- Condon)	(Roosevelt School) Head Start	Staff	June 1966	May 1967			60	60
	(Beall School) Regular Term	Staff	October 1966	May 1967			60	60
California Test of Mental Maturity-S.F. Lorge-Thorndike Intelligence Test	(Roosevelt School) Head Start	Staff	June 1966	May 1967			60	60
	(Beall School) Regular Term	Staff	October 1966	May 1967	Level 1 Form A	Level 1 Form B	60	60
Teacher Rating of Social and Personality Traits	All	Teacher		May 1967			120	120
Harrison-Stroud Reading Readiness Profiles	All	Teacher		May 1967			120	120
El Paso English Proficiency Test	(Roosevelt School) Head Start	Staff	June 1966	May 1967		Alternate	60*	60*
	(Beall School) Regular Term	Staff	October 1966	May 1967		Alternate	60*	60*

* Individually Tested

TABLE V

TITLE III

APPLIED LANGUAGE RESEARCH CENTER

PROFILE OF TEACHERS FOR EXPERIMENTAL AND CONTROL GROUPS OF THE GRADE ONE EXPERIMENTAL CURRICULUM PROJECT

Name	School	Type of Class	Bi-lingual	Degrees and Major	Total Years Experience		Formal Training in Audio-lingual Methods	Remarks
					Teaching (Not incl. 1966-67)	Tchg. Span. in Elem. Sch.		
A. G. Beall	Beall	Pilot	Yes	BA-History MA-Education	16	16	None	16 years at Beall. English-Spanish undergraduate minor.
M.L.S. Beall	Beall	Pilot	Yes	BS-Elem. Ed.	3	3	3 hrs. Speech Correction. Doing graduate work in Sociology and Educ. Currently taking Intensive English & Methods Course.	Slight accent in English.
B.H.	Roosevelt	Pilot	Yes	BA-Spanish	10	10	None	10 years at Roosevelt. Minor-French.
I.M.	Roosevelt	Pilot	Yes	BA-Spanish MA-Modern Lang.	30	30	None	19 years at Roosevelt. Minors in French and English; took 9 hours social work training.
E.R.	Beall	Control	Yes	BA-History	33	33	Currently taking Inten. English & Methods Course	Lacks full control of English. 20 years at Beall. 18 hrs. Spanish
E.W.	Beall	Control	No	BA-Elem. Educ. MA-Education	37	35	None	34 years at Beall.
A.L.	Roosevelt	Control	Yes	BA-Elem. Educ.	7	7	None	Born in Puerto Rico. Lacks full control of English. Taught 5 yrs. in Puerto Rico, 2 in El Paso. Degree from Univ. of Puerto Rico with one course in Latin American (Puerto Rican) Sociology as affecting classroom.
D.T.	Roosevelt	Control	No	BS-Education	24	24	None	8 yrs. in diagnostic & remedial work with Mexican-American child. in other parts of Texas. 16 yrs. at Roosevelt

TABLE VI

CHRONOLOGICAL AGE OF PUPILS IN BOTH THE EXPERIMENTAL
AND CONTROL GROUPS AS OF SEPTEMBER 3, 1966

Group	N	Mean Age in Years & Months	S.D. in Months
Control	184	6-8	5.36
Experimental	169	6-2	3.75

Note: The difference between the CA means are not statistically significant.

PERCENTILE* OF EACH GROUP		
Percentile	Control Group	Experimental Group
P90	88.5	80.0
P75 - Q ₃	84.5	77.6
P50 - Q ₂ Mdm	80.8	74.4
P25 - Q ₁	76.5	72.0
P10	73.4	70.5

* Shown in months rounded off to three significant figures.

TABLE VII

RESULTS OF PRE-TEST ADMINISTRATION OF THE CALIFORNIA TEST
OF MENTAL MATURITY TO EXPERIMENTAL AND CONTROL GROUPS
OF THE GRADE ONE EXPERIMENTAL CURRICULUM PROJECT

Group Tested	Subtest	N No. Tested	Mean* IQ Score	S.D.
Control	Non-language	63	56.9	14.50
	Language	63	58.9	20.26
	Total	63	59.9	75.51
Experimental	Non-language	110	55.00	20.22
	Language	109	51.25	25.89
	Total	106	53.27	20.74

* Reported in IQ scores not in raw scores.

Note: The above results were obtained when the Head Start groups (Roosevelt School) were pre-tested. Comparison of experimental and control groups using the California Test of Mental Maturity will be made only within their school.

TABLE VIII

RESULTS OF PRE-TEST ADMINISTRATION OF THE LORGE-THORNDIKE
INTELLIGENCE TEST TO EXPERIMENTAL AND CONTROL GROUPS
OF THE GRADE ONE EXPERIMENTAL CURRICULUM PROJECT

Group Tested	Date Administered	N No. Tested	Mean IQ Score	S.D.
Control	October 1966	52	78.4	11.12
Experimental	October 1966	57	83.3	9.97

Note: The Lorge-Thorndike was given to the experimental and control groups at Beall Elementary School only. Forthcoming comparisons using the Lorge-Thorndike will be limited to the experimental and control groups within this school.

TABLE IX

RESULTS OF PRE-TEST ADMINISTRATION OF THE EL PASO GRADE ONE
INTELLIGENCE TEST FOR SPANISH SPEAKING CHILDREN
TO EXPERIMENTAL AND CONTROL GROUPS OF THE
GRADE ONE EXPERIMENTAL CURRICULUM PROJECT

Group Tested	Date Administered	N (Number)	Mean IQ Score	S.D.
<u>CONTROL</u>				
Head Start Roosevelt School	June 1966	63	111.9	20.46
Regular Term Beall School	October 1966	51	103.8	14.18
Total		114	98.4	13.55
<u>EXPERIMENTAL</u>				
Head Start Roosevelt School	June 1966	111	96.4	13.68
Regular Term Beall School	October 1966	56	115.5	10.60
Total		168	102.8	15.54

ENGLISH LANGUAGE PROFICIENCY TEST

EL PASO PUBLIC SCHOOLS

TITLE III OPERATIONAL

SECTION A (Phonology and Intonation

Stress and Sentence Rhythm)

SECTION B (Syntax, Intonation and Morphology

Stress and Sentence Rhythm)

RATIONALE

Purpose

Section A tests control of phonology and intonation. The ability to hear and reproduce English sounds and intonation is tested. It is assumed that if the student reproduces a word accurately, he heard it accurately.

Section B tests control of syntax and intonation. The student is given verbal and visual clues that will bring a free response, content-wise, but a controlled response form-wise.

Comments

Section A words were drawn from the thousand most frequent concepts as given in Helen S. Eaton An English, French, German, Spanish Word Frequency Dictionary and from lists given in Texas Education Agency Bulletin 642 (March 1964) Pre-school Instructional Program for Non-English Speaking Children. Each word was chosen because the children are likely to know the word. Each word was chosen because it contains a sound in a particular environment. The sounds are examined in environments where Spanish speech habits may cause interference because the sounds do not exist in that particular environment in Spanish. The words were chosen accordingly.

The words should be high frequency in the child's vocabulary to prevent editing. It is possible that upon hearing a word he does not know, the child will assume it is another, but phonologically similar word and handle it accordingly. The minimal pairs are for the convenience of a non-linguistically trained tester. The student is not expected to discriminate between minimal pairs, though some who have a larger vocabulary may do so.

The phoneme changes and the words perceived by the tester are approximations. These items are recorded as a monolingual speaker of English would hear them. The sound more likely changes to a Spanish sound that is not phonemic in English. The actual word said by the student may be phonetically different from the usual pronunciation of the word the tester thinks he heard.

Section B patterns are those that are considered basic by the writers of Preschool Instructional Program for Non-English Speaking Children (TEA Bulletin 642) pp. 10, 51.

The test is given "live." The tester is there to prompt the student to answer in complete sentences. This answering in complete sentences is a necessary prerequisite if the test is to determine which patterns the student controls.

There is considerable leeway in the answers. For purposes of this test, variance in content is acceptable. It is the form that is to be examined.

Test for Stress and Sentence Rhythm

Tester: Select 5 items from part A and 5 items from part B.

Evaluate each for:

- (1) Word emphasized in the sentence. (Spanish places on the last syllable having strong stress.)
- (2) sentence rhythm. This is reflected in
 - (a) the lengthening of stressed syllable.
 - (b) the reduction in volume and length of unstressed syllable.
 - (c) the use of contractions.

INTONATION TESTED IN PART A

(231#)

Question

- (1) N₁ V_t N₂
- (2) N₁ be adj.
- (22) Short phrase answer
- (26) Sentence using a contraction
- (32) "Where" question
- (38) "What" question

(241#)

- (3) N₁ be N₁ . Sentence uses contractions

(233₁)

- (15) Transform of N₁ be N₁
- (19) Transform of N₁ V N₂

(232₁)

- (29) Yes, ...

Section A Instructions

To Student: Listen to the sentences. Then repeat what you heard.

(Note to tester: Choose two examples randomly.)

1. The rag is dirty.
2. What did he do then?
3. He hit the ball.
4. The chair is mine.
5. He's three years old.
6. The pool is full.

TEST FOR PHONOLOGY

TESTS FOR			SENTENCE TO REPEAT		TESTER HEARD	
Phonology	Position	Intonation				
Phone						
/d/→ø or /t/	final	(231#)	(1) I like this <u>maid</u> .	maid	may	mate
[f]→/a/ or /t/	intervocalic	(231#)	(2) The ladder is white.	ladder	lather	/l ærər/
/a/→/h/	intervocalic	(241#)	(3) It's <u>father</u> !	father	/fahər/ (Southern "far")	
/a/→/z/, /v/ or /d/	initial		(4) <u>These</u> are letters.	these	"Z's" "V's"	"D's"
/d/→/z/, /v/ or /d/	final		(5) Juan and Maria bathe <u>often</u> .	bathe	bays	"bave" bade
/b/→ø, /b/ or /p/	final		(6) I saw a <u>mob</u> .	mob	mop	mauve ma
/g/→ø or /k/	final		(7) The <u>dog</u> is black.	dog	daw	dock
[t]→/d/	initial		(8) The <u>ten</u> smelled.	ten	den	
[t] before /in/ and released glotally→ any variety of /k/, /t/ or ø. Student does not know which sound is wanted.			(9) The <u>button</u> is green.	button	bucking /bēkɪn/	
/t/→ø	final		(10) It's <u>night</u> .	night	nigh	
[p]→/b/	initial		(11) She <u>pasted</u> them.	paste	baste	
/p/→ø or /b/	final		(12) The <u>mop</u> got wet.	mop	mob	ma
[k]→/g/	initial		(13) He's <u>cashed</u> it.	cashed	gashed	

TEST FOR PHONOLOGY (cont.)

TESTS FOR			SENTENCE TO REPEAT		TESTER HEARD	
Phonology	Position	Intonation				
Phone						
/k/→ø or /t/	final		(14) It's a good <u>bike</u> .	bike	bite	buy
/ʃ/→/y/	other than initial	(233)	(15) Is he the <u>major</u> ?	major	mayor	
Intonation						
/j/→ø or /z/	final		(16) He's proud of his <u>age</u> .	age	"A"	/eyʒ/
/č/→ø or /s/	final		(17) I'll <u>catch</u> it.	catch	cash	/kæ/
/č/→/s/	initial		(18) This is <u>cheap</u> wool.	cheap	sheep	
/v/→/f/	initial	(233)	(19) Do you like her <u>vase</u> ?	vase	face	
/v/→/f/	medial		(20) I see the <u>river</u> .	river	/rifər/	
37-v/→/f/	final		(21) The <u>five</u> played.	five	fife	
37-H θ→/d/, /s/ or /t/	initial	(231#)	(22) <u>Thank</u> you	thank	tank	sank
θ→/d/, /s/ or /t/	final		(23) He took a <u>bath</u> .	bath	bad	bass
Intonation						
/z/→/s/	In positions other than before /b,d,g,m,n,l,(l)y rr,w and y/		(24) I like the <u>prize</u> .	prize	price	
/z/→/s/			(25) He saw the <u>plays</u> .	plays	place	
/z/→/s/		(231#)	(26) It's <u>lacy</u> .	lacy	lazy	
/b/→/n/	In positions other than before /k,g,h, or +w/		(27) One <u>tongue</u> is enough.	tongue	ton	
/m/→/n/	final		(28) What <u>time</u> is it?	time	time	

TEST FOR PHONOLOGY (Cont.)

TESTS FOR			SENTENCE TO REPEAT		TESTER HEARD	
Phonology	Phone Position	Intonation				
/y/ → /j/ or /z/ initial		(2321)	(29) Yes, come here.	yes	Jess	/zēs/
"s" cluster es.consonant	initial		(30) Mr. <u>Smith</u>	Smith	es.smith	
/s/ initial → es.consonant			(31) They <u>stopped</u> .	stopped	es.topped	
consonant y u → consonant u		(231#)	(32) Where is the <u>beautiful</u> house?	beautiful	/būwtifal/	
/æ/ → /a/ or /e/			(33) The <u>happy</u> girl sang.	happy	hoppy	heppy
/a/ → /a/			(34) It's <u>one</u> .	one	wan	
/a/ → /æ/ or /ə/			(35) I see the <u>box</u> .	box	backs	bucks
/e/ → /æ/ or /ey/			(36) The <u>men</u> on the horse. . . . men	man	mane	
/iy/ → /i/			(37) He <u>feels</u> filled.	feels	fills ///	filled field
/i/ → /iy/						
/ey/ → /e/		(231#)	(38) What is a <u>rake</u> ?	rake	wreck	
/u/ → /uw/			(39) <u>Look</u> at <u>Luke</u>	look	Luke ///	look Luke
/uw/ → /u/						
/ow/ → /ah/ or /əh/			(40) It's <u>low</u> .	low	law	

Section B Instructions

Give each answer in a complete sentence.

Tester: Show any "mother" picture other than the one to be used. Prompt the student until he answers in complete sentences.

1. Where are they?
2. Ask me who the boy is.

TEST FOR SYNTAX AND INTONATION

Tester: Accept any response with slot substitution as long as the pattern is the same.

Cue	Desired Response
(1) What are these? (Show picture of two objects)	They're (<u>Noun</u>) {-S ₁ }
(2) What color are they? (Show same picture)	They're (<u>Adj.</u>) or The (<u>Noun</u>) {-S} are (<u>Adj.</u>)
(3) Where are they? (Show same picture)	They're (<u>Adv. phrase</u>) or The (<u>Noun</u>) {-S ₁ } are (<u>Adv.</u>)
(4) What are they doing? (Show same picture)	They're (<u>Verb</u>) {-ing} or The (<u>Noun</u>) {-S ₁ } are (<u>Verb</u>) -ing
(5) Tell me one thing you did yesterday.*	I _____ {-D ₁ }
(6) Tell me another thing you did yesterday.*	I _____ {-D ₁ } (N ₂)
(7) What did the boy's mother do? (Show picture of mother giving candy to the boy or one of the other pictures of that set)	She gave him (<u>Noun</u>). or The boy's mother gave him (<u>Noun</u>).
* The tester should ask questions 5 and 6 several times until he gets both patterns. The odds are for a quick response, though not necessarily in the same order as the test.	
(8) Is he a girl? (Show picture of mother giving candy.)*	He's not a boy. or He isn't a boy.
(9) What's a (shorter, longer) way of telling me what you just said?*	No, he's not. or No, he isn't.
(10) Do you (<u>verb phrase</u>) ?	No, I do not (<u>verb phrase</u>). or I do not (<u>verb phrase</u>). or I don't (<u>verb phrase</u>). or I (<u>auxiliary</u>) not verb phrase.
(11) Do you (<u>verb</u>) (<u>object</u>) ?	Answers like the above, but with an object and in the past tense.
Now I want you to ask me some questions. Let's guess what questions go with these answers.	
(12) He is my brother.	Is he my brother?
(13) Mary went to town.	Did Mary go to town?
(14) He sleeps at night.	Does he sleep at night?

* Ask questions 8 and 9 together. Collect responses until both forms given.

TEST FOR SYNTAX AND INTONATION

<u>Positive</u>		<u>Pattern</u>		<u>Comments</u>	<u>Morphology</u>	<u>Intonation</u>
(1)	N ₁	be	N ₁			
(2)	N ₁	be	Adjective		{-S ₁ }	{231#}
(3)	N ₁	be	Adverb		{-S ₁ }	{231#}
(4)	N ₁	V		(present continuous)	{-S ₁ }	{231#}
(5)	N ₁	V		(past of regular verb)	{-D ₁ }	{231#}
(6)	N ₁	V	N ₂	(past of regular verb)	{-D ₁ }	{231#}
(7)	N ₁	V	N ₂ N ₃	(past of irregular verb)	{-D ₁ }	{232 ₁ } {...}

SIMPLE TRANSFORMS

(a) Negative

(8)	N ₁	be not	N ₁			{231#}
(9)	No N ₁	be not				{232 ₁ } {...}
(10)	N ₁	do not	V	3rd present	Is -t attached to {Do} only? move -t	{231#}
(11)	N ₁	do not	V N ₂	Past		{231#}

(b) Question

(12)		be	N ₁ N ₁			{233 ₁₁ }
(13)	Do	N ₁	V	Past	Is -t attached to {Do} only? move -t	{233 ₁₁ }
(14)	Do	N ₁	V	3rd Present		{233 ₁₁ }

TEST FOR SYNTAX AND INTONATION (contd.)

Cue	Desired Response
(15) Ask me where the mother is. (Show picture of mother giving candy)	Where is the mother?
(16) Ask me who the woman is. (Show picture)	Who is the woman?

Now, let's take two sentences and make one long one.

(17) Maria studies Juan played.	<u>Kernel</u>	co-ord. conj.	<u>Kernel</u>
(18) Maria didn't play Juan didn't study.	<u>Kernel</u>	co-ord. conj.	<u>Kernel</u>
(19) Do you like candy? Do you like milk?	<u>Kernel</u>	co-ord. conj. ("and", "or")	<u>Kernel</u>
(20) Is that a boy? Is that a girl? (Show picture of mother giving boy candy)	<u>Kernel</u>	"or"	<u>Kernel</u>

TEST FOR SYNTAX AND INTONATION (contd.)

	Pattern	Comments	Morphology	Intonation
(15)	Where be N ₁			{231#}
(16)	Who be N ₁			{231#}

COMPLEX TRANSFORMS

(17)	Positive Compound		-D ₁	{232 ₁ } {....}
(18)	Negative Compound			{232 ₁ } {....}
(19)	Question with Do	past Is -t attached to Do only		{232 ₁ } {....}
(20)	"Yes" - "No" question			{232 ₁ } {....}

APPENDIX B

TABLE X

WEEKLY SCHEDULE OF CLASSES AT THE LANGUAGE CENTER

for

TEACHER TRAINING

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 - 5 p.m.* Adult Education Program (Intensive English)	6 - 9 p.m. Adult Education Program (Spanish) 50 pupils	1 - 5 p.m.* Adult Education Program (Intensive English)	6 - 9 p.m. Adult Education Program (Spanish) 50 pupils	1 - 5 p.m. Adult Education Program (Intensive English)	9 a.m.-1 p.m. Adult Education Program (Spanish) Informal Spanish classes
	1 - 9 p. m.* Adult Education Program (Intensive English)		1 - 9 p.m. Adult Education Program (Intensive English)		8 a.m.-1 p.m. Adult Education Program (Intensive English)

* A total of 17 students attend these classes at different days during the week.

TABLE XI

TITLE III
APPLIED LANGUAGE RESEARCH CENTER
TEST SCHEDULE (FY 1967) FOR
TEACHING TRAINING PROGRAM

Instrument	Project	Administered by	Dates		Number to be Tested
			Pre	Post	
El Paso Audio-lingual Methods Test	Intensive English Methods	Staff	October 1966	May 1967	25
Attitude Test	Intensive English Methods	Staff		May 1967	25
Questionnaire Pre-distributive	Beginning Spanish and Intensive English Methods	Staff	October 1966	May 1967	25
MLA Listening Coop- erative Spanish Test	Beginning Spanish	Staff	October 1966	May 1967	50*
MLA Comprehension Cooperative Spanish Test	Beginning Spanish	Staff	October 1966	May 1967	50*

* Excluding those who may have dropped from the program.

TABLE XII

PRE-TEST RESULTS FOR THE TEACHER EDUCATION PROJECTS

THE EL PASO AUDIO-LINGUAL METHOD TEST ADMINISTERED TO MEMBERS OF THE INTENSIFIED ENGLISH AND METHODS COURSE

Date Administered	N	Mean* Score	S. D.	Administered by
October 1966	15	51.9	16.5	Staff

* Raw Score only

Note: Only pre-test data is presented. Comparisons of pre-test and post-test mean differences and probability error (critical ratio) will be computed and reported when post-testing is completed.

MLA COOPERATIVE SPANISH LISTENING TEST ADMINISTERED TO MEMBERS OF THE BEGINNING SPANISH COURSE

Date Administered	N	Mean* Score	S. D.	Administered by
October 1966	41	14.3	9.09	Staff

* Raw Score only

Note: Only pre-test data is presented. Comparisons of pre-test and post-test mean differences and probability error (critical ratio) will be computed and reported when post-testing is completed.

TABLE XIII

ITEM ANALYSIS OF EL PASO AUDIO-LINGUAL METHODS TEST
ADMINISTERED TO EXPERIMENTAL GROUP IN OCTOBER 1966

N=15				
Item Number	Scoring Weight	Correct Responses	Incorrect Responses	No Response
1	5	5	10	
2a	2	14	1	
2b	2	11	4	
3a	3	12	3	
3b	3	15		
3c	2	12	3	
3d	3	7	8	
3e	3	5	9	1
3f	2	4	11	
3g	2	5	10	
3h	2	7	7	1
3i	2	13	2	
4a	5	10	4	1
4b	5	9	5	1
4c	3	13	2	
4d	3	10	5	
4e	5	8	7	
4f	3	4	11	
4g	3	3	12	
5	2	13	2	
6a1	2	9	6	
6a2	2	6	9	
6b1	2	5	10	
6b2	2	4	11	
6b3	2	10	5	
6c1	2	4	10	1
6c2	2	4	11	
6c3	2	8	7	
6d1	2	11	3	1
6d2	2	5	6	4
6d3	2	4	9	2
6e1	2	7	7	1
6e2	2	7	7	1
6e3	2	10	4	1
6e4	2	2	11	2
7a	2	14		1
7b	3	8	5	2
8	5	2	13	
Totals		300	250	20

APPLIED LANGUAGE RESEARCH CENTER
1116 East Yandell, El Paso, Texas

AUDIO-LINGUAL METHODS TEST

1. At what point would you say a student knows a language?
(Circle one).
 - a. He can translate readings with the help of a grammar book and a dictionary. He can't converse in the language.
 - b. He can figure out the meaning of readings from the context. He can't converse in the language.
 - c. He understands what he hears and can speak, but only with much thought about how he will say it.
 - d. He understands what he hears and can speak with conscious effort. He can answer questions about the grammar.
 - e. He can understand and speak at normal conversational speed. He has a heavy accent.
 - f. He can understand and speak at normal speed with near-native pronunciation.
 - g. He can understand and speak at normal conversational speed. He can read and write well in the language.
2.
 - a. Why should the teacher list her objectives (goals)?
 - b. Do you think the student should know what the goals are? Why, or why not?
3. The following is a list of basic techniques for teaching the spoken language. Tell what the teacher and students do in each type of drill.
 - a. Choral repetition:

b. Individual repetition:

c. Chaining:

d. Substitution:

e. Transformation:

f. Directed Dialogue:

g. Question and Answer (Controlled response):

h. Question and Answer (Free response):

i. Free Conversation:

4. a. Why is the modeling of speech important?

b. What is the significance, if any, of the order of the above drills? (See Question 3, Items a-i).

c. Which kind of error can occur in repetition-type drills? (See Question 3, Items a-c).

1. Mispronunciation.

2. Errors in word form or word order. Omission of words.

3. Both.

d. Which kind of errors can occur in the other drills? (See Question 3, Items d-h).

1. Mispronunciation.

2. Errors in word form or word order. Omission of words.

3. Both.

e. What is the first correction technique or procedure to be used before any other?

f. If, after the first correction, the student continues to have pronunciation problems, what additional techniques can be used?

g. If, after the first correction, the student still has problems with word form or word order, what additional techniques can be used?

5. Why should there be a review of the material taught?

6. a. During Choral Repetition Drill,

1. A student raises his hand to indicate that he wishes the meaning explained. What techniques might you use?

2. The model sentence is long and the students have difficulty imitating the entire utterance. What technique do you use?

b. During an Individual Repetition Drill,

1. A student makes an error in stress. You present another model for the student to repeat. The student continues to make the stress error. What do you do?

2. A student makes an error in intonation. You repeat the model sentence for the student to imitate, but the student continues to use the incorrect pattern. What do you do?

3. A student makes an error in an isolated sound. You repeat the entire model sentence for the student to imitate, but he still cannot produce the sound correctly. What do you do?
- c. During a Question and Answer Drill, (with the responses being limited),
1. The student repeats the question. What do you do?
 2. The student gives the wrong answer. What do you do?
 3. The student gives the right answer but makes an error in pronunciation. What do you do?
- d. You begin a transformation drill by giving instructions and an example.
1. Several students are confused about the procedure. What do you do?
 2. A student makes an error in transformation, but uses the correct procedure. What do you do?
 3. A student gets confused about the grammar point. What do you do?

- e. During a minimal pair drill to correct the pronunciation of an isolated sound,
 - 1. A student raises his hand to indicate that he wants the meaning to a word. What do you do?
 - 2. Several students cannot discriminate between the sounds in the minimal pairs you are presenting. What do you do?
 - 3. Several students cannot repeat the sounds correctly. What do you do?
 - 4. Several students cannot produce the sound correctly during free production practice. What do you do?
- 7. In order to plan a course, what language information will you, as the teacher, need about
 - a. The students.
 - b. The goals of the course.
- 8. What, if any, differences are there in teaching beginning students and the more advanced?

SCORING GUIDELINES FOR THE EL PASO AUDIO-LINGUAL METHODS TEST

Answers and Reason for Inclusion *

I. Concept of Knowing a Language

Indicates if participant knows what proficiency is. Answers 1-4 indicate pre-ALM goals. Answer 5 indicates low goals expected of student. Answer 6 is correct. Answer 7 indicates lack of knowledge that language and literacy are not the same; also it indicates non-awareness that language is primarily spoken.

II. The Need for Clearly Stated Objectives

No response indicates the teacher probably has never thought about reaching specific goals and just "teaches off the top of her head".

The answer is: If the goals are clear, then the teacher can plan specific steps to reach them and know when they have been reached. Clear goals help evaluation be objective.

A "yes" answer indicates the teacher has confidence in her reaching the goals. The student should know, for this helps him pace himself and evaluate his own progress. A "no" answer indicates a teacher who either has no clearly stated goals and/or one who hides her unsureness in her own ability to reach specific goals. "If the student does not know what I'm out to do, he won't know I haven't done it."

III. Basic Techniques to Teach Spoken Language

Ans. The teacher models and the whole group repeats.

Ans. The teacher models and the individual repeats. The teacher corrects by remodeling.

Ans. The teacher asks a question, student A responds; student A asks the same question, student B gives the same response; etc.

Ans. The teacher provides a model and a cue word to be substituted in one slot of the model. The students respond with the modified model.

Ans. The teacher provides a model, then a cue that requires a change in the forms and/or word order. The student responds with the transformation.

Ans. The teacher instructs each student on what to say. The student does so. Usually some transformations are required.

Ans. The teacher asks a question. The student answers with the obvious transform, or according to cue.

Ans. The teacher asks. She accepts any appropriate answer.

Ans. The teacher leads and prompts a non-controlled conversation.

IV. Proper Sequencing of Techniques

Ans. No student can produce what he does not hear.

This tests whether the teacher is aware of the need of sequencing because the student must go from the easy (more controlled) to the difficult.

Ans. #1

Ans. #3

This tests for the teacher's awareness of ALM premise that most language is learned through the hearing of good models.

Ans. The teacher can (1.) isolate the word and then remodel the sentence. (2.) use minimal pairs to point up sound contrasts.

Ans. The teacher can isolate the problem and then remodel the whole sentence.

V. The Need for Review

A well-organized teacher will quickly answer, saying this is an opportunity to reteach and check the student's mastery and plan to reteach at later times if necessary. She may be aware that periodic reviews strengthen the internalization of the material. A non-planning teacher is likely to be at a loss for words.

VI. Specific Problems

(See WB IV 102-105) (Items A-B; D-E are numbers 26-30; 34-36; 38-41, pp. 54-56, from the "Blue Book")

Ans. The teacher might act out the word, show pictures or realia, or translate.

Ans. Use backward build-up.

Ans. Isolate the problem by using nonsense words, highlighting the stress; then re-present the model.

Ans. Isolate the problem by humming the intonation pattern only.

Ans. Isolate the sound and remodel.

Ans. The teacher should remodel the procedure, possibly with puppets. (The book suggests a restating of oral instructions but this can be improved upon.)

Ans. Give several examples of correct answers and then re-ask the question.

Ans. Smile to indicate the answer is appropriate and then provide a model of the correct answer to repeat.

Ans. Remodel and re-explain. Use the "sharper" students for the responses. A directed dialogue might work.

Ans. Smile to indicate the transformation is correct, and provide a correct model to repeat.

Ans. Remodel and if necessary, isolate the point in question. Don't give a "grammar" lesson.

Ans. With minimum time from the drill, the teacher gives the native language equivalent.

Ans. Isolate the contrasting sounds only; then return to the word level. Continue the drill until all can discriminate.

Ans. Give tips on how to make the sound in non-technical terms.

Ans. The teacher echoes with the correct form and makes a note to plan for a formal drill session.

VII. Planning

Ans. You will need to know at what level they are.

Ans. You will need to know what the students are to do, how well they are to do it, and under what conditions they are to be able to do it.

VIII. Course Levels

Ans. The beginners should spend a larger proportion of time on the basic skills of listening--understanding and speaking. The advanced students can spend more time on reading and writing.

*Note: Some are suggested answers, other responses may be acceptable at the discretion of the scorer.

Pre-instruction Questionnaire

Personal

- Experience with other cultures

- | Where | When | How Long |
|-------|------|----------|
|-------|------|----------|

- | Place | Capacity |
|-------|----------|
|-------|----------|

- | Language | Situation |
|----------|-----------|
|----------|-----------|

Pre-instruction Questionnaire

11. Have you dealt with bilinguals? _____

If "Yes"

In what situation did you meet bilinguals? (lived in the area, taught them, etc.)

Area-Type of Bilingual

Situation

Experience with other languages

12. Native language: _____

13. Length of time you have spoken English: _____

14. Experience and proficiency in foreign languages.
Mark (excellent, good, fair:)

Language

Understanding

Speaking

Reading

Writing

Educational Background

15. Have you

a. attended a N. D. E. A. Institute? _____

(type) (place) (year)

(type) (Place) (year)

b. been awarded a fellowship or study grant? _____

(type) (place) (year)

(type) (place) (year)

c. studied abroad? _____

(field)

(place)

(year)

(field)

(place)

(year)

16. College degrees

Pre-instruction Questionnaire

17. Have you had courses in:

☐ Education
☐ Linguistics
☐ English "grammar"
☐ Foreign languages

☐ Anthropology
☐ Sociology
☐ Psychology of learning

18. How do you expect this course to help you now and in the future?

TABLE XIV

Title III Language Laboratory

Profile of Intensive English and Methods Participants
N=15

1.	<u>Sex</u>	Males - 1	Females - 14	
2.	<u>Age</u>	(25-30) - 5	(36-40) - 2	(51-55) - 1
		(31-35) - 3	(41-45) - 1	(56-60) - 1
			(46-50) - 2	
3.	<u>Place of Birth</u>	Near Border	11	
		Other U.S.A.	4	
4.	<u>Travel Outside of United States</u>			
		Outside border only	11	
		Interior of Mexico for brief periods	8	
		Extended Residence	1	
5.	<u>Had contacts with native population at other than border</u>			
		Social/non-tourist	8	
		School	1	(Out of a group of 9)
		Business	2	
6.	<u>Spoke with native population in areas other than border, in their language</u>			
		No		
		Yes-Spanish	8	(Out of a group of 9)
		Yes-Other	1	
7.	<u>Dealt with bilinguals</u>			
		Spanish		
		Type of Contact-Personal (Family)	15	
		Teaching	15	
		Other	2	
8.	<u>Native language</u>			
		English	6	
		Spanish	6	
		English-Spanish	3	
9.	<u>Control of language other than English</u>			
		Spanish		
		Audio-Lingual	1	
		A-L, Literacy	10	
		Reading & Writing only	1	

10. Education-Specialized

N.D.E.A. Institute/bilingualism	2
Fellowship or Study Grant	0
Studied abroad	0

11. Education-Highest degree

M.A. & Professional	2
B.A.	9
None	4

12. Education Courses

Education	14
Linguistics	7
English "grammar"	11
Foreign languages	11
Anthropology	5
Sociology	7
Psychology of learning	12

To All Teachers:

Courses Offered to Teachers Under Title III

Two courses are to be made available to teachers in the El Paso area under the Title III Operational Grant for the El Paso Language Research Center at 1116 East Yandell Drive. There is no charge for the courses, and no stipend will be paid. Credit is not offered, although completion of either course will be entered on the teacher's personnel record.

All interested teachers are urged to apply for admittance to one of the courses.

1. Intensive English and Audio-lingual Methods

This pilot program will involve a maximum of twenty teachers from the El Paso Independent School District, Ysleta Independent School District, and parochial schools of El Paso. It is designed for self-instruction in English and in methods for teaching English as a second language. Periodic seminars are scheduled to be conducted at the Center, under the leadership of outstanding linguists and methods experts.

The Center will be open at the hours scheduled below, for use at the convenience of the teacher.

Beginning date: Tuesday, September 20, 1966

Schedule: Monday, Wednesday, Friday, 3:00-5:00 P.M.
Tuesday, Thursday, 3:00-9:00 P.M.
Saturday, 8:00 A.M. to 1:00 P.M.

2. Beginning Spanish for Non-Spanish-speaking School Personnel

This course will involve a maximum of sixty teachers in the El Paso Public Schools. It utilizes self-instructional material, supplemented by individual instruction. Seminars on problems in cultural anthropology will be conducted as a part of the course.

Regular class sessions are scheduled, with the Center open on Saturday mornings for use at the convenience of the teacher.

Beginning date: Wednesday, September 21, 1966

Schedule:
Group 1 Tuesday, Thursday, 6:00-7:30 P.M.
Group 2 Tuesday, Thursday, 7:30-9:00 P.M.

Individual practice and drill:
Saturday, 8:00 A.M. to 1:00 P.M.

As soon as applications have been processed, teachers accepted for the two courses will be notified of the date and location of their first meeting, when further details will be announced.

Marie Esman Barker
Supervisor

Approved:

Hibbard G. Polk
Assistant Superintendent, Instruction

Application for Admittance to Title III Course

Course Applied for (check one):

Intensive English and Audio-lingual Methods _____

Beginning Spanish for Non-Spanish-speaking School Personnel _____

Name _____

Address _____ Telephone _____

School _____

Subject or area of assignment _____

Previous experience:

Spanish _____

Linguistics and English Grammar _____

Audio-lingual Methods _____

Please fill out the above information and return this form by Tuesday, September 13, to:

Mrs. Marie Esman Barker
El Paso Public Schools
P.O. Box 1710
El Paso, Texas 79999

APPENDIX C

TABLE XV

TITLE III
APPLIED LANGUAGE RESEARCH CENTER TEST SCHEDULE FOR
COURSE IN ENGLISH AS A SECOND LANGUAGE FOR
OUT-OF-SCHOOL NEIGHBORHOOD YOUTH CORPS

Instrument	Groups	Administered by	Dates		Number to be Tested	
			Pre	Post	Pre	Post
U. S. Civil Service Literacy Exam #131	All N.Y.C. students in project	U.S. Civil Service	March 1967	May 1967	15	15*

* With the exception of students who drop from the program.

TABLE XVI

PRE-TEST DATA FOR U. S. CIVIL SERVICE
ENGLISH LITERACY EXAMINATION NO. 131

Date Administered	N	Mean Score*	S.D.	Administered by:
March 1966	15	16.8	12.1	U. S. Civil Service

*Raw Score Only

Note: Only pre-test data is presented. Comparisons of pre-test and post-test mean differences and probability error (critical ratio) will be computed and reported when post-testing is complete.

TABLE XVII

TEST INFORMATION ON U. S. CIVIL SERVICE LITERACY TEST NO. 131

<u>Test No. 131</u>	<u>Questions Numbered</u>	<u>Time Allowed For Test</u>	<u>Maximum Score</u>
Part A - Writing sentences dictated by examiner	1-10	Approx. 12 minutes	- - -
Part B - Marking drawings according to examiner's oral directions	1-10	Approx. 15 minutes	14
Part C - Finding words and sentence meanings to match own writing in Part A	1-10	30 minutes	18
MAXIMUM SCORE			32
MINIMUM PASSING SCORE TO QUALIFY AS LABORER IN THE FEDERAL SERVICE			23

Scoring Formula

Part A - 0

Part B - Rights minus 2 times wrongs

Part C - Rights only

TABLE XVIII

NEIGHBORHOOD YOUTH CORPS, PRE-TEST,
(U. S. CIVIL SERVICE LITERACY TEST NO. 131)
INDIVIDUAL RESULTS

<u>Name</u>	<u>Part A</u>	<u>Part B</u>	<u>Part C</u>	<u>Total</u>	<u>Transmuted* Score</u>
<u>PASSED</u>					
1. C.M. Poor dictation - had 10 spelling errors.		10	13	23	72
2. S.R. Very good dictation - 1 spelling error.		14	18	32	100
3. A.R. No spelling errors.		14	15	29	91
4. J.T. 2 spelling errors.		14	15	29	91
5. J.V. 3 spelling errors.		14	16	30	94
<u>FAILED</u>					
1. R.C. Dictation taken as it sounded in Spanish		3	2	5	0
2. A.D. - - - - -		0	0	0	0
3. R.G. - - - - -		0	0	0	0
4. J.L. Took dictation well - however, did not follow oral instructions - had 2 spelling errors in dictation.		7	11	18	0
5. C.M. Took dictation - however, could not follow oral instructions - had 11 spelling errors.		8	13	21	0
6. R.M. Very poor dictation		8	11	19	0
7. G.N. Took dictation with only 1 spelling error - however, could not follow oral instructions.		14	6	20	0
8. J.O. - - - - -		0	0	0	0
9. L.O. Took little dictation. Not too bad in following oral instruction considering the little dictation he took.		8	11	19	0
10. M.S. Took no dictation		8	0	8	0

* Not used for evaluation purposes